DOCUMENT RESUME

ED 414 247 SP 037 618

TITLE	Transitional Course Outline: Health Education. Transformations: Kentucky's Curriculum Framework. Draft.
INSTITUTION	Kentucky State Dept. of Education, Frankfort.
PUB DATE	1994-00-00
NOTE	25p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Comprehensive School Health Education; Course Descriptions; *Curriculum Development; Educational Change; Elementary Secondary Education; State Curriculum Guides; *Student Educational Objectives; Student Evaluation
IDENTIFIERS	*Kentucky; Kentucky Education Reform Act 1990; Kentucky Instructional Results Information System

ABSTRACT

Based on practice theories intended to engage students in the instructional process, this health education course is designed to develop students' ability to analyze choices, assess the impact of those choices on wellness, and make healthful decisions. Outcomes, content guidelines, and standards are described. A sample instructional unit on physical wellness is included outlining targeted outcomes, the unit organizer, performance rubric, and supporting content, skills and activities. Also included are suggested guidelines for implementing the learning goals and learner outcomes, which are the foundation of "Transformations: Kentucky's Curriculum Framework" and the Kentucky Instructional Results Information System (KIRIS). Two appendices contain: "Supporting Learner Outcomes" and "Sample Items from KIRIS Assessments." (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 414 247

Draft

Transitional Course Outline

Health Education

Transformations:
Transformations:
Transformations:
Transformations:
Kentucky's Curriculum Framework

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP037618

Kentucky Department of Education
Thomas C. Boysen, Commissioner

BEST COPY AVAILABLE

Kentucky Department of Education

Thomas C. Boysen, Commissioner

Kentucky State Board for Elementary and Secondary Education

Jane Joplin Evans
Thomas E. Gish
Joseph W. Kelly, Chairman
Jeffrey C. Mando
Deborah B. Morrow
Helen W. Mountjoy
Wade Mountz
Dr. Samuel Robinson
Gary L. Stewart
Craig True
John A. Williams
Dr. Gary Cox (ex-officio)

Division of Curriculum

18th floor, Capital PlazaTower, 500 Mero Street
Frankfort, KY 40601 Telephone: (502) 564-2106

Dr. Betty Edwards, Director
Jean Cain
Nijel Clayton
Agnes Durbin
David Green
Tricia Kerr
Fran Salyers
Kay Vincent
Tom Welch

Support Staff
Regina Mingua,
Administrative Secretary Sr.
Sherrie Dawson
Tina Drury
Susan Ueltschi

Regional Service Center Curriculum/Assessment Consultants

Patricia Hardin
Patricia Murray
Susan Nichols
Jane Sisk
Carol Stumbo
Mary Alice Vincent

This publication is 100 percent federally funded with
Chapter II CFDA # 84.151z funds.

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment of the provision of service.

© 1994 Kentucky Department of Education

Acknowledgments

The following people have given time and energy toward the development of high school transitional course outlines. Listed are their school assignments at the time of their participation.

Pam Argabrite
Fairdale High School
Jefferson County

Jim Austin
Dupont Manual High School
Jefferson County

Karen Bell
Paducah Tilghman High School
Paducah Independent

Cathy Billiter
Franklin County High School
Franklin County

Ann Booth
Lincoln County High School
Lincoln County

Shirley Burgess
Bardstown High School
Bardstown Independent

Paula Bunton
Paul Laurence Dunbar High School
Fayette County

Kerry Casey
Franklin County High School
Franklin County

Dennis Chandler
Highlands High School
Ft. Thomas Independent

Robin Chandler
Bryan Station High School
Fayette County

Nancy Collins
Connor High School
Boone County

Bruce England
Nelson County High School
Nelson County

Ed Farrar
Atherton High School
Jefferson County

Barbara Fendley
Dupont Manual High School
Jefferson County

Sue Fountain
Male High School
Jefferson County

Jon Frederick
Cumberland County High School
Cumberland County

Nancy Gilligan
Central Office
Fayette County Schools

Juanita Gilliam
Reidland High School
McCracken County

Glenda Goff
Grayson County High School
Grayson County

Paula Hill
Marshall County High School
Marshall County

Hannah Horsch
Bardstown High School
Bardstown Independent

Doug Jenkins
Warren Central High School
Warren County

Donna Johns
Jessamine County High School
Jessamine County

Jane Jones
Dupont Manual High School
Jefferson County

Chuck Keller
Highlands High School
Ft. Thomas Independent

Shannon Kelly
Jessamine County High School
Jessamine County

Rod Kirschner
Beechwood High School
Beechwood Independent

Barbara Koehler
South Oldham High School
Oldham County

Mary Lou Long
Bryan Station High School
Fayette County

Larry McCloskey
South Oldham High School
Oldham County

Acknowledgments (continued)

The following people have given time and energy toward the development of high school transitional course outlines. Listed are their school assignments at the time of their participation.

Barbara Miller
South Laurel High School
Laurel County

Linda Pennington
Scott High School
Kenton County

Becky Tippett
Frankfort High School
Frankfort Independent

Patricia Morris
Ballard High School
Jefferson County

Dr. Robert Ronau
University of Louisville

John Wyatt
Fulton City High School
Fulton Independent

Nancy Mullins
Rockcastle County High School
Rockcastle County

Paula Sheldon
Simon Kenton High School
Kenton County

Lu Young
Jessamine County High School
Jessamine County

Todd O'Banion
Scott County High School
Scott County

John Travis
Scott County High School
Scott County

SAMPLE
TRANSITIONAL COURSE OUTLINE
HEALTH EDUCATION (2851)

For Kentucky to achieve the vision of KERA, education in the Commonwealth must experience a multifaceted reform. As the classroom begins this transition, professional development, curriculum, instruction, and assessment must also under go significant changes. It is essential that these changes be made through a process which emphasizes the relationships and connections existing among these critical components of education. The Kentucky Department of Education is providing help to teachers and schools attempting to make this transition by offering the following sample course outline as a starting point for course development.

Traditionally, instruction has focused on student acquisition of discrete facts and skills. The expectations of KERA shift the focus to student use and application of knowledge; therefore, changes in the selection of content, instructional strategies, and assessment methods are necessary. There are many different ways to define a course outline; the following provides **one example**.

COURSE DESCRIPTION

The focus of the Health Education course is to impress upon students the importance of taking positive action to maintain wellness. A key component of the course is the cause and effect relationship between behaviors and personal, community, and environmental health. In this context, the course is designed to develop in students the ability to analyze choices; assess the impact of those choices on physical, mental, and emotional wellness; and to make healthful decisions.

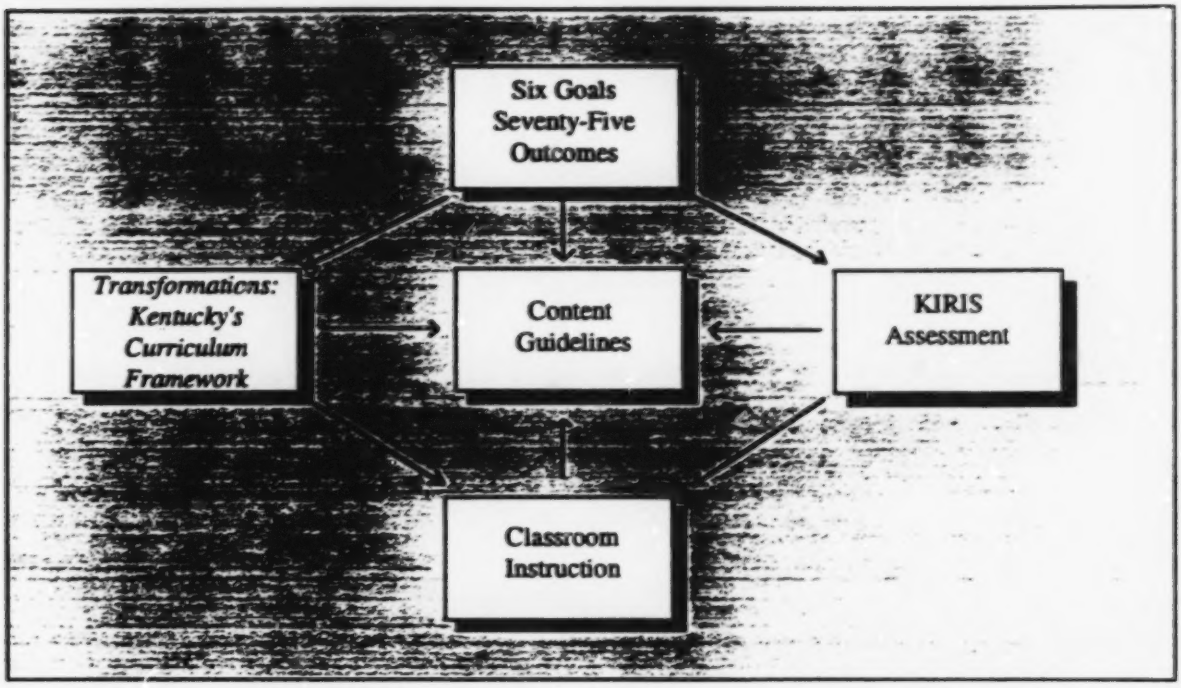
This course is based on "best instructional practices" theories which engage students in the instructional process, emphasize application of knowledge, center instruction on the learner, and promote discovery as a way of learning. It focuses on a positive approach to health education and includes the components of a comprehensive school health education curriculum.

The purpose of any health education course is to make a lasting difference in the lives of students which positively affects their health and wellness. If this is to occur, parents and community members, who can provide a basis for positive health decisions and guidance, must be encouraged to become involved in the health education of these students.

BEST COPY AVAILABLE

TARGETING OUTCOMES

KERA requires that the focus of instruction should be on Kentucky's six learning goals and seventy-five learner outcomes. These are the foundation of *Transformations: Kentucky's Curriculum Framework* and the KIRIS assessment. Likewise, the goals and outcomes must be the basis of locally adopted curriculum and units developed by curriculum writing committees and teachers.



It is important to recognize that teaching the seventy-five learner outcomes is a shared responsibility among the instructional staff at a school. In deciding which outcomes to target for a particular course, it is critical to consider both discipline requirements and student needs.

Teachers may find it helpful to identify three types of outcomes for each course. The **targeted outcomes**, selected from the seventy-five learner outcomes, are those which the teacher intends to assess. Culminating performances and evaluations should reflect these outcomes. **Course outcomes** are the focus of instruction as the teacher presents the content. **Supporting outcomes** (also chosen from the learner outcomes) are outcomes which will be addressed but are not the main focus of evaluation. These outcomes are listed in Appendix A.

BEST COPY AVAILABLE

GOALS AND OUTCOMES CORRELATION CHART

This chart shows the way in which course outcomes (found on page 4), targeted outcomes (found on pages 4 and 5), and the supporting learner outcomes for English I reflect the KERA goals in instruction.

KERA Goals	Course Outcomes	Targeted Learner Outcomes	Supporting Learner Outcomes
Goal 1	✔	✔	✔
Goal 2	✔	✔	✔
Goal 3*	✔		✔
Goal 4*	✔		✔
Goal 5	✔	✔	✔
Goal 6	✔	✔	✔

*Goals 3 and 4 will not be formally assessed on the KIRIS assessment.

BEST COPY AVAILABLE

COURSE OUTCOMES

1. Students will demonstrate the ability to analyze factors which affect family living and apply skills that promote healthy relationships with family members and friends.
2. Students shall demonstrate the ability to make wise consumer-health choices.
3. Students shall design, assess, and apply strategies to achieve and maintain physical wellness.
4. Students shall design, assess, and apply strategies to achieve and maintain mental and emotional wellness.
5. Students shall evaluate and access available community health systems, services, and resources and demonstrate an acceptance of their personal responsibility for community and environmental health.

TARGETED LEARNER OUTCOMES

KERA Goal 1 **Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.**

1.1 Students use research tools to **locate sources** of information and ideas relevant to a specific need or problem.

1.2 Students construct meaning from a variety of print materials for a variety of purposes through **reading**.

1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.

KERA Goal 2 **Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.**

2.14 Students recognize issues of justice, equality, responsibility, choice, and freedom and apply these **democratic principles** to real-life situations.

2.29 Students demonstrate effective individual and **family life skills**.

2.30 Students demonstrate effective decision-making and evaluative **consumer skills**.

2.31 Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining **physical wellness**.

2.32 Students demonstrate positive strategies for achieving and maintaining mental and **emotional wellness**.

2.33 Students demonstrate the ability to **assess and access health systems, services and resources** available in their community which maintain and promote healthy living for its citizens.

2.36 Students demonstrate strategies for selecting **career-path** options.

KERA Goal 5 **Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.**

5.4 Students use a **decision-making** process to make informed decisions among options.
5.5 Students use **problem-solving** processes to develop solutions to relatively complex problems.

KERA Goal 6 **Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.**

6.2 Students use what they already know to **acquire new knowledge, develop new skills, or interpret new experiences**.
6.3 Students expand their understanding of **existing knowledge** (e.g., topic, problem, product) by **making connections** with new and unfamiliar knowledge, skills, and experiences.

CONTENT

Instruction should focus on learner outcomes by bringing together the process skills and core concepts with important information from the discipline. To make learning meaningful for students, teachers should go beyond the traditional resource of the textbook as they organize the content around concepts, themes, and essential questions. It is critical that the objective of "covering" facts be replaced with the belief that application and depth of understanding are important.

RATIONALE FOR SUGGESTED CONTENT

The content for this course and the treatment of each unit is based on enhancing students' strategies for healthful decision making. The units should engage students in meaningful projects designed to give them opportunities to explore, discover, and draw conclusions or implement programs on health-related issues.

The course content presents a core body of knowledge that is to be integrated across the physical, mental, emotional, and social dimensions of health. This complies with the National Comprehensive School Health Education Guidelines Committee recommendations. Delivery of the content should include instruction which reflects unique student and local needs and interests.

The matrix which follows explains the content guidelines for this Health Education course. The core areas are shown as units (in rows). The intent of the matrix is to weave the physical, mental, emotional, and social dimensions of health (shown in the columns) throughout the units. Explanations of the units are obtained by reading across the matrix. They are listed in alphabetical order rather than in a sequence for instruction.

Dimensions of Health / Concepts	Physical	Mental	Emotional	Social
Family Life	Focuses on healthy relationships among family members and friends including communication skills, rights and responsibilities in relationships, parenting, conflict resolution, child development, sexuality, human life cycle, family crisis, family violence, personal safety, and abstinence skills. Critical thinking, decision-making, and refusal skills are crucial aspects of this unit .			
Consumer Health	Provides experiences for analyzing factors that influence consumer selection and use of health products and services; evaluating consumer information, rights, and responsibilities; and applying strategies for making informed consumer decisions.			
Physical Wellness	Includes experiences for problem-solving and decision-making skills for making healthy lifestyle choices. Includes concepts and principles of nutritional practices; physical fitness; personal health habits; disease prevention and control [including sexually transmitted diseases (STD's), human immunodeficiency virus (HIV), and the effects of acquired immune deficiency syndrome (AIDS) on the immune system]; self-assessment; safety; emergency measures; and injury prevention are important in this unit.			
Mental and Emotional Wellness	Includes experiences for using problem-solving and decision-making skills to make lifestyle choices which impact mental, and emotional wellness. Emphasizes stress management, aging and death, self-assessment, self-esteem building, violence, substance use and abuse, refusal skills, communication, and goal setting.			
Community and Environmental Health	Provides experiences which focus on the distribution of health and illness among social groups and communities; the availability of health systems, services, and resources, including regulatory and non-profit support agencies; the impact of the environment on personal and community health; and the responsibilities of individuals in maintaining a healthy environment and in accessing and supporting community health systems.			

BEST COPY AVAILABLE

[redacted]

In order to assure that all students are able to achieve high levels of learning, changes are needed in instructional processes. These changes involve active student participation and input while teachers continue to become more skilled as coaches, encouragers, and facilitators. The following chart illustrates recommended additions and adjustments.

[redacted]	[redacted]
Concentrates on rote memorization of discrete health-related facts and the development of lower-order thinking skills	Centers on health concepts and emphasizes application and synthesis of knowledge to promote retention and effect sustained, healthy decision-making
Expects only a few students to excel	Holds high expectations for all students and designs instruction accordingly
Restricts students achievements by focusing on one or two of the multiple intelligences and learning styles	Enables all students to learn at high levels by addressing all of the multiple intelligences and learning styles
Emphasizes only the prevention of disease and disability	Motivates health maintenance and promotes wellness
Is purely teacher-centered	Uses the teacher as the major facilitator who engages students in the teacher-directed, instructional process
Presents health concepts in isolation	Integrates concepts which allow students to embrace the full scope of health and make connections with other disciplines (e.g., science and environment, economics of health)
Is confined to the four walls of the classroom	Provides service-learning opportunities; extends general learning to include both in-class and out- of- class experiences.
Limits curriculum to chapters in textbook or programmed instructional material	Uses information found in a variety of sources (e.g., research, health community, as well as textbook and other instructional materials)
Isolates the health education teacher from the work of his or her colleagues	Encourages collaboration, team building among the instructional staff, and uses the strengths and expertise of other teachers
Uses only skill ability to group students	Forms flexible groups which may be based on factors such as student interest, work habits, learning needs, and leadership skills

BEST COPY

LEARNER STANDARDS

Classroom instruction should provide learning opportunities which develop students' abilities to think critically, solve problems, and learn independently. The following chart illustrates how students become active, investigative learners who can demonstrate learning in meaningful ways.

Views health education as simply a requirement for graduation	Internalizes health education and acts upon knowledge to maintain health and promote wellness
Listens to lectures and fills in worksheets	Is actively engaged in posing questions and researching source materials for answers
Passively receives information about health facts and statistics	Completes meaningful, health-related projects where knowledge is applied
Relies solely on a textbook and the teacher for health education information	Uses multiple resources (e.g., additional printed materials, technology, interviews) including peers, parents, and the health community, to discover information
Studies health concepts in isolation	Perceives the interconnections among physical, mental, emotional, and social health concepts and their relationship to other disciplines (e.g., science and environment, economics of health)
Works individually; has no interaction with others	Works individually and collaboratively to research, test ideas, and develop products
Is expected to work at uniform tasks with little input into what should be learned or how it should be done	Is given a share of the responsibility for his/her learning in an atmosphere which promotes democratic behavior
Works toward unclear expectations	Knows the learning expectations
Views reading and writing only as part of English class	Uses reading and writing as tools for learning in a health education class

BEST COPY AVAILABLE

Assessment Standards

Assessment and instruction are directly connected. Assessment in the classroom should reflect a continuous process which evaluates student learning. The information gained can guide teachers in adjusting instructional strategies and methods. Assessments no longer have to be only paper/pencil exams given on a scheduled day. Instead they can be authentic, meaningful performances which allow students to participate in the evaluation process and, often, be involved in the design of the assessment. The following chart provides examples of a variety of assessment methods.

From Assessment Which	To Assessment Which
Uses only multiple choice, fill-in-the-blank, and other "one right answer" questions	Uses a variety of assessment procedures including open-ended and essay questions, student products, portfolios, and other types of authentic assessments to evaluate students
Occurs at the end of a unit or chapter	Is continuous and is used by teachers in developing activities to help students meet learning goals
Is always teacher developed	Is designed with both teacher and student input to address individual student needs, yet holds high standards for all students
Only evaluates students on the ability to recall facts	Evaluates both the students' knowledge and the ability to apply that knowledge in real-life situations
Emphasizes the ability of students to show a superficial knowledge of the breadth of health	Asks students to show not only a knowledge of health, but also an understanding of the depth of health concepts
Allows one method for demonstration of learning	Provides variation in demonstrations of learning
Permits only the teacher to know the standards	Requires that both the student and the teacher know the standards
Involves only the teacher in assessing student progress	Includes the student, teachers, and others in assessing student progress

BEST COPY AVAILABLE

The type of assessment used to evaluate learning is directly related to the instructional approach. For example, when unit assessments consist of a variety of multiple-choice, short-answer and/or true/false questions, instruction usually focuses on facts that have little connection to maintaining health and promoting wellness. On the other hand, rich culminating performances require the instructional emphasis to change from lower-order to higher-order thinking.

Challenging culminating performances should be written to assess what you want the students to know and be able to do at the end of the unit. Students may begin working on the culminating performance at the beginning of a unit with teacher guidance and continue the demonstration independently beyond the unit. The activities included in a culminating performance may extend over several weeks or even a semester, depending upon the complexity of the performance. The following culminating performances are some examples of assessment strategies which might be used in a Health Education course.

- You are on staff at the public health department in your community. Design a project which communicates the responsibilities of individuals to the community in the prevention, control, and treatment of diseases and disorders and the availability of health systems, services, and resources. Present the project to members of the city council; request their support for implementing the project.

- As a member of a student group, design and implement a community service project that addresses an environmental health issue. At the conclusion of the service project, evaluate your group's effectiveness to impact the problem and make recommendations for future work in this area for students who may want to continue this project.

- As a member of a student group, analyze advertisements or infomercials on health products and/or services. Consider factors that influence the selection and use of these products and services. Develop a visual which communicates the results of your analysis. Give a persuasive presentation to the advertising manager of the appropriate media (e.g., radio, television, newspaper), requesting that questionable advertisements be discontinued.

- You are a loss control consultant for an insurance firm. Produce a safety training module which details and justifies injury prevention measures for performing a complex activity done in the home or work place. Use the developed module to conduct safety training for an appropriate group.

- You have a concern about drug education for middle school students and perceive a need for implementing a drug awareness program. Use a variety of techniques to gather information on substance use and abuse, its effects, and the challenges of recovery. Evaluate available methods for prevention, intervention, and treatment of substance use and abuse. Design a drug awareness program and present it to the school-based council of a local middle school.

Standards of performance for students participating in a Health Education course can be based on the demonstrators of learning found in *Transformations: Kentucky's Curriculum Framework*, Volume I. These demonstrators reflect the targeted outcomes. A sample of an open-response item from KIRIS assessments of 1993 which corresponds to this course outline is included in Appendix B.

SAMPLE UNIT DEVELOPMENT FORMAT

As teachers begin developing instructional units, they are encouraged to refer to the curriculum planning map found in Volume II, page 54 of *Transformations: Kentucky's Curriculum Framework*. The curriculum planning map is a tool designed to help teachers as they work through the process of designing units. After teachers determine the Major Focus of a unit, they will develop activities aimed at preparing students for demonstrations of learning on culminating performances.

The following sample unit corresponds to themes which teachers may develop by using the matrix on the previous page. It is offered as an example of the type of unit that teachers may design for their classrooms, but is only partially developed.

Instructional Unit: Physical Wellness

Unit Description:

The purpose of this unit is to provide opportunities for students to internalize the concept of healthy living as a lifestyle. Students will use problem-solving and decision-making skills as they examine lifestyle choices that effect physical wellness; investigate factors which influence lifestyle choices; and develop and implement strategies (e.g., nutritional practices, stress management, fitness and exercise, injury prevention) which sustain personal health.

Targeted Outcomes (Major Focus):

1.1 Students use research tools to **locate sources** of information and ideas relevant to a specific need or problem.

1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.

2.14 Students recognize issues of justice, equality, responsibility, choice, and freedom and apply these **democratic principles** to real-life situations.

2.31 Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining **physical wellness**.

2.32 Students demonstrate positive strategies for achieving and maintaining mental and **emotional wellness**.

5.4 Students use a **decision-making** process to make informed decisions among options.

Unit Organizer (Major Focus):

What lifestyle choices will I make to help me achieve my life goals?

Essential Questions - Guide and maintain focus of instruction and learning.

1. How do lifestyle choices affect physical wellness?
2. How will physical wellness impact life goals?
3. Does each individual have a responsibility to self and society for maintaining physical wellness?
4. In what way(s) are an individual's self-concept and physical wellness interrelated?
5. What are the steps in a decision-making process?

Culminating Performance:

Select a personal goal in which your performance will be directly affected by your physical health. Assess personal lifestyle activities and their effects on your physical health. Design a program for improvement; maintain a journal in which you monitor and record progress and reflect upon factors which influence your behaviors and your responsibility for personal physical wellness. Use your data to develop a presentation that shows your commitment to maintaining optimum physical wellness. Present to a health or fitness professional.

Rubric for Culminating Performance:

Students will receive a 4 if the following requirements are met:

- Assessment of personal lifestyle activities and their effects on own health reveals discerning ability to apply knowledge of physical wellness as related to risk behaviors.
- Program for improvement reflects keen critical-thinking skills in the development of positive strategies for achieving and maintaining physical wellness.
- Progress documentation is comprehensive and illustrates unquestionable self-control and self-discipline.
- Journal entries indicate a perceptive, in-depth analysis of factors that influenced progress and total acceptance of responsibility for personal physical wellness.

Students will receive a 3 if the following requirements are met:

- Assessment of personal lifestyle activities and their effects on own health reveals expansive knowledge of physical wellness as related to risk behaviors.
- Program for improvement reflects positive strategies for achieving and maintaining physical wellness.
- Progress is well documented and exemplifies self-control and self-discipline.
- Journal entries indicate an in-depth analysis of factors that influenced progress and an acceptance of responsibility for personal physical wellness.

Students will receive a 2 if the following requirements are met:

- Assessment of personal lifestyle activities and their effects on own health reveals partial knowledge of physical wellness as related to risk behaviors.
- Program for improvement reflects ineffective strategies for achieving and maintaining physical wellness.
- Documentation of progress is sporadic; shows deficiencies in self-control and self-discipline.
- Journal entries indicate an incomplete analysis of factors that influenced progress and partial acceptance of responsibility for personal physical wellness.

Students will receive a 1 if the following requirements are met:

- Assessment of personal lifestyle activities and their effects on own health reveals sketchy knowledge of physical wellness as related to risk behaviors.
- Program for improvement reflects undeveloped strategies for achieving and maintaining physical wellness.
- Progress documentation is consistently inadequate or inaccurate; shows immature approach to self-control and self-discipline.
- Journal entries indicate a superficial analysis of factors that influenced progress and lacks evidence of an acceptance of responsibility for personal physical wellness.

Supporting Knowledge/Content:

- Research techniques
- Nutritional practices
- Physical fitness
- Cardiovascular conditioning
- Disease prevention and control
- Sexually transmitted diseases (STD's)
- Human immunodeficiency virus (HIV)
- Acquired immune deficiency syndrome (AIDS)
- Effects of viruses on immune system

Supporting Skills/Abilities/Demonstrators:

- Skills for local multiple resources
- Apply nutritional practices which promote wellness.
- Analyze impact of personal behavior on body systems.
- Select behaviors to prevent or minimize the risk of disease.
- Assess and design strategies for improving and monitoring health-related physical fitness.
- Apply wellness concepts to health maintenance.
- Set personal long-term goals; monitor and record progress; reassess and realign as needed.
- Choose and defend an option; make a decision; monitor and adjust the effectiveness of a decision over time.
- Apply democratic principles

Supporting Activities:

In the process of unit development, it is important that teachers develop activities which prepare students to do well on the culminating performance. It is important that teachers understand the need for students to apply health concepts while learning information. These activities should allow students to discover cause and effect relationships; investigate ways to support opinions; use journals, portfolio pieces, and other types of writing as strategies for reflection and learning. Teachers will be able to use information found in the Instructional Standards chart, Learner Standards chart, and Assessment Standards chart found on previous pages.

Learning activities which are student-centered and which place the students in an active role foster sustained learning. For this reason, it is important that students are given repeated opportunities to develop, demonstrate, practice, and master skills of critical analysis, decision making, problem solving, and goal setting. Community-service learning supports the school-based instruction in affecting students' attitudes and behaviors toward maintenance and promotion of personal and community health.

The following are offered as examples of activities which might be used to help students prepare for the culminating performance.

- Brainstorm lifestyle activities and develop a T-chart of those that are harmful and those beneficial to one's physical wellness.
- Investigate how beneficial lifestyle activites assist in the prevention of disease and disorder. Use a graphic organizer such as webbing to compile and present your findings.

- Investigate the diseases and disorders that may result from harmful lifestyle activities. Create visuals to illustrate the connections.
- Use problem-solving techniques to analyze factors which influence lifestyle choices. In your journal, write reflections upon factors which influence your behaviors and how you might resist those influences.
- Tour a hospital or medical center to determine and observe treatment measures for diseases and disorders attributed to lifestlye choices; and,
- Invite a health professional to discuss cases; request that (s)he bring models, slides, or other visuals. Ask prepared interview questions of the presenter; and
- Interview a wellness expert regarding ways to maintain health and promote wellness. Present what you learned from the tour, presentation, and interview to a group of middle school students.
- Analyze the health-care cost of unhealthy lifestyle choices on society. Propose recommendations for controlling or minimizing the cost; consider the responsibility of individuals for maintaining a healthy lifestyle to society.

APPENDIX A: SUPPORTING LEARNER OUTCOMES

KERA Goal 1 **Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.**

1.12 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **speaking**.

KERA Goal 2 **Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.**

2.2 Students identify, compare, and contrast **patterns** and use of patterns to understand and interpret past and present events and predict future events.
2.10 Students demonstrate understanding of **measurement** concepts.
2.21 Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and **human relationships**.
2.22 Students **create products and make presentations** that convey concepts and feelings.
2.34 Students perform **psychomotor skills** effectively and efficiently in a variety of settings.
2.35 Students demonstrate knowledge, skills, and values that have **lifetime** implications for involvement in **physical activity**.
2.36 Students demonstrate strategies for selecting **career-path options**.

KERA Goal 3 **Students shall develop their abilities to become self-sufficient individuals.**

3.1 Students demonstrate **positive** growth in **self-concept** through appropriate tasks for projects.
3.2 Students demonstrate the ability to maintain a **healthy lifestyle**.
3.3 Students demonstrate the ability to be **adaptable and flexible** through appropriate tasks or projects.
3.5 Students demonstrate **self-control and self-discipline**.
3.6 Students demonstrate the ability to make decisions based on **ethical values**.
3.7 Students demonstrate the ability to **learn on one's own**.

KERA Goal 4 **Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.**

4.4 Students demonstrate the ability to accept the **rights and responsibilities for self and others**.
4.1 Students effectively use **interpersonal skills**.
4.2 Students use **production team membership** skills.
4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a **multicultural and world view**.

KERA Goal 5 **Student shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.**

5.1 Students use critical thinking skills in a variety of situations that will be encountered in life.

KERA Goal 6 **Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.**

6.1 Students address situations (e.g., topics, problems, decisions, products) from **multiple perspectives** or products that demonstrate a broad understanding. Examples of perspectives include: economic, social, cultural, political, historic, physical, technical, aesthetic, environmental, and personal.

APPENDIX B: SAMPLE ITEMS FROM KIRIS ASSESSMENTS

1992-93 KIRIS INTERDISCIPLINARY OPEN-RESPONSE ITEM SCORING WORKSHEET

Grade 12 – Social Studies/Practical Living

Question 1

**(Learner outcomes covered by this item include:
Goal 2, structure and function of social systems, family life and parenting.)**

1. The Boone family is comprised of two parents, both working outside the home, and three children — a pre-schooler, a high school junior, and a college sophomore. Because of a planned factory closing, Mr. Boone will soon be unemployed. His salary contributed approximately 60% of the family income.

   - Discuss the possible short term and long-term changes the family might experience due to the factory closing and how these changes could affect the structure and lifestyle of the family.

   - Which two members of the family will be most affected? Justify your reasoning.

OPEN-RESPONSE 1 _____

SCORING GUIDE

4	Discusses a variety of possible and realistic short-term and long-term changes that the family might experience and potential impact of most of these changes on the structure and/or lifestyle of the family. Discusses which two family members would be most affected.
3	Discusses some reasonable short-term and long-term changes that the family might experience and the possible impact of at least one change on the family's structure and/or lifestyle. Discusses which two family members would be most affected with at least one supporting reason for each.
2	Discusses one or more changes that the family might experience due to the factory closing. May discuss how the family structure/lifestyle would be affected. Discusses at least one family member that would be most affected.
1	May discuss one or more changes that the family might experience. Discussion of how the family would be affected is minimal. May discuss which family members would be most affected. Supporting reasons are flawed or lacking. Answer may be totally irrelevant.
0	Blank

SHORT-TERM CHANGES:
Other family members go to work
Family cuts back on normal expenses

LONG-TERM CHANGES:
Family may need to sell house

LIFESTYLE/STRUCTURE CHANGES:
interrelationships, activities together
change of roles, particularly at home

NOTE: This scoring guide combines elements of both social studies and practical living skills. The score given to responses to this question was applied to both subject areas in reporting.

EXAMPLES OF STUDENT RESPONSE* FOR EACH SCORING GUIDE LEVEL

4	The family will immediately experience strain & tension. There will be more arguments, fights & blow-ups. Over time, however, they could grow closer because of what they had to endure together. The college student might have to quit or get a job to help pay. The high school student will have to rework his college plans to fit the family's financial condition. The lifestyles of what they eat, how they dress, & what they do will also change. The college & high student will be most affected b/c of a sudden change in life goals.
3	If Mr. Boone gets unemployed, the family will have to do without a lot of things. They may even have to move. They will have to go easy on food, deal with clothes they have, and maybe even cut back on schooling. This would affect the sophomore in college because she may not be able to go to college or she may have to cut hours. This would also affect the mother because she will have to work more hours to bring in more of an income to help the family out.
2	the short-term problem would be a cut of income on the family the would have to cut their expenses in half for a while. the long-term effect could be the sophomore in college would have to drop out of college. The high school Junior and college Sophmore would be affected the most.
1	High school boy will have to go on free luch, the college boy may have to cut down on his expenses in order to keep some money.

*** Wherever typed student responses appear, student errors have not been corrected.**